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ABSTRACT

The needs of human behavior are explored and correlated to the various departments within Student Affairs in an effort to show how Student Affairs can satisfy those needs. Maslow's Hierarchy of needs is briefly explained and related to the following Student Affairs departments: Financial Aid, Student Management, Career Development and Placement, Housing and Activities, Health Services, Office of the Vice President of Student Affairs, Counseling and Testing, Food Services, Bookstore and Federal Programs. (CKJ)

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STUDENT AFFAIRS AS PERCEIVED THROUGH ABRAHAM MASLOW'S HIERARCHY OF NEEDS

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Good afternoon ladies and gentlemen . . .

This afternoon we are going to examine the needs of human behavior in relation to students and how Student Affairs can fulfill these needs. At the conclusion of this program, I hope we as administrators will have benefited as to our knowledge of student's needs with respect to our own institutions. These theoretical concepts will help us in setting our priorities in regards to student needs. If we cannot partially satisfy these student needs then we are likely to encounter some problems.

The needs of human behavior must be explained so that we can correlate them to the various departments within Student Affairs. We will assume that the Division of Student Affairs can satisfy these needs and it will be our objective this afternoon to set out and establish the relationship between Abraham Maslow's Hierarchy of Needs and Student Affairs.

Much of what I will be discussing with you today will be based on the following four texts: Dominance, Self Actualization: Germinal Papers of A. H. Maslow, was edited by Richard J. Lowry in 1973. This book contains a reprint from a 1943 issue of "Psychological Review" from which Abraham Maslow's theory was developed into "something of a psychological classic."

Toward A Psychology of Being, first published in 1962, is considered by many scholars to be Maslow's most comprehensive work. It deals mainly with the humanistic element of psychology.

In Eupsychian Management, A Journal published in 1965, Maslow relates how his theories apply to various business management levels.

And in The Farther Reaches of Human Nature published in 1975, Maslow idealistically writes of the goals of higher education.

We are scheduled to spend an hour and fifteen minutes together. I have designed the program in the following manner. The first thirty minutes will spent defining Abraham Maslow's Hierarchy of needs. Examples will

also be given as to how the Departments of Financial Aid, Student Management, Career Development & Placement, Housing, and Health Services, etc. . . satisfy the students needs. We will then break into small work groups for about twenty minutes. After the work group session, the remainder of the program will be devoted to discussing the findings of the various small work groups.

Abraham H. Maslow was born in New York City in 1908. He obtained his doctorate in 1934 from the University of Wisconsin, where he specialized in animal behavior. His most productive years were spent teaching psychology at Brandeis University outside of Boston. He was elected president of the American Psychological Association in 1967. He died of a heart attack in California at the age of 62, seven years ago.

He is most known for stressing the holistic concept of man. This holistic concept deals with the properties of man which constitute an entire healthy personality rather than individual parts or elements. Maslow's hierarchy is holistic because it encompasses all of man's needs. His writings are considered within the realm of humanistic psychology. He thought that too many psychologists stressed the negative side of the personality, whereas he always stressed the many positive dimensions of man.

Maslow defines the goals of higher education as:

> "The ideal college could be a kind of educational retreat in which you could try to find yourself: find out what you like and want: what you are and not good at . . . The chief goal of the ideal college, in other words, would be the the discovery of vocation."

Let's look at his hierarchy of needs. (flash diagram on screen and explain it as how it relates to S.A.). These different levels can never be totally fulfilled--only partially.

Maslow derived these needs from empirical evidence based upon clinical findings. These needs include both conscious and unconscious desires.

The higher needs at the top cannot be reached unless a student's basic needs are largely fulfilled. As the student progresses from one need to another, he is in a state of "becoming". It is also possible for the student to regress and revert to a lower order priority down the scale. That is when problems usually occur.

The most basic needs are the needs which may also be classified as the hunger needs. Because of each student's varied metabolic rate there is no set standard for the fulfillment of the hunger need.

Once the physiological needs have been somewhat fulfilled, a new set of needs arises called the safety needs. Protection, or the satisfaction of this need provides the student with a safe and orderly campus. The more this need is satisfied the more secure and less fearful the student will feel.

After the safety needs are somewhat fulfilled the student is prepared to enter into the love needs. This is synonomus with affection and belonging. This could be hungry and exhibited the most basic need, he was not concerned at all about love. Now when the previous needs have been somewhat filled, love and belonging are utmost on his mind. Maslow feels that a lack of this need is the major cause of maladjustments because the student would feel "alienated, ostracized, orphaned, and outside the group".

After the love needs have been somewhat fulfilled, the next highest needs are the esteem needs which deal mainly with a feeling of self-confidence,

worthiness, purpose, self respect, and a good feeling towards others. A lack of this need may lead to a feeling of inferiority and depression.

Very few people reach self actualization. Maslow feels that less than one percent can have self actualization, but, nevertheless the possibility is there.

This is met by the student who realizes his potential and fulfills it. Why don't more people reach this last stage? Well, Maslow feels that people no longer have strong instincts which tell them where, why, and how to go about achieving certain things. When a person reaches this stage, he is fully mature. He fully accepts himself, his potentialities, and actualities. His physiological, safety, love, and esteem needs are minimal.

How we determine these various areas or departments within Student Affiars which satisfy the needs hierarchy, is purely subjective. Some areas may have aspects which are capable of satisfying partially each need of the student. For our first example of the hierarchy, let us look at Financial Aid, one of the services of Student Affairs.

The Department of Financial Aid of our theoretical university is capable of affecting all of the students' needs because of the financial aspects which it oversees:

Basic Education Opportunity Grants

National Direct Student Loans

Native American Aid

Federally Insured Student Loans

College Work Study

Institutional and Emergency Loans

State Student Loans

Law Enforcement Educational Grants

Supplemental Educational Opportunity Grants

and Student Assistantships

The Department of Financial Aids is also capable of affecting the student in other ways. The Financial Aids Department may satisfy a student's safety needs by counseling with him or her in regards to financial planning. The student may obtain peace of mind by living in the university environment which eliminates financial stress and insecurity.

The esteem needs may also be enhanced by the successful management of one's finances for the first time in one's life.

Work-study employment also has the possibility for enhancing one's self esteem.

The Dean of the Department of Student Management oversees the University Police, the International Students Advisor, and the Veteran's Office. This person also provides administrative guidance to all approved student organizations. Other than overseeing the various departments, the Student Management Dean's primary task in our theoretical university is handling disciplinary actions and serving as laison between the university and student organizations. The handling of the necessary disciplinary problems fall within the category of safety needs. Sororities and Fraternities are capable of fulfilling partially the first four needs. Therefore, since the Dean of Student Management is connected so closely with such organizations, he has the potential of affecting directly the student's physiological, safety, love, and esteem needs.

The area of the University Police (traffic and security) for the most part affects the student's safety needs. This area cooperates with the local, state, and federal law enforcement agencies to assure the safety and welfare of the university community. Such an area ought to have a Crime Prevention Program to promote awareness of crime. An identification program should be in effect to help insure the student's safety needs. Social Security numbers should be engraved on the student's personal preperty.

The Security officials try to prevent incidents of student unrest, breaking-and-entry, drug abuse, and alcohol abuse. They may also have a program whereby they teach Defensive Driving courses and issue State Driver's Permits. In addition to having the University Lost and Found Department, the Department of Traffic and Security may provide special services such as hospital transportation, transportation of student to and from bus stations, airports, and train depots; and escort services.

The International Advisor is in charge of a Host Family Program under-which an international student's love needs are fulfilled; but this Host Family Program also has a potential of fulfilling partially all five of the needs in the hierarchy. The International Student Advisor is also in charge of sponsoring the International Relations Club which has the potential of affecting the student's love and esteem needs. The International advisor spends a great deal of time fulfilling the safety needs by counseling with the students and conducting new student orientations. Both physiological and safety needs are affected when the advisor is asked to assist in immigration, academic, health, financial, housing, social, and/or legal problems. The International Advisor also has the potential of affecting the safety needs of the American students who need help when they are interested in studying abroad.

The Veteran's Office affects directly the veteran students' financial position which relates to his physiological and safety needs. The identification of being a veteran and attending veteran's social functions could affect the love needs. Counseling offered by the Veterans Office, has the capability of affecting indirectly the need for self actualization. If it were not the V.A. benefits, the student might not have been able to attend college and realize his potentials as a human being.

The Department of Career Development and Placement has the potential of satisfying some aspects of each need in Maslow's hierarchy. When a student has graduated from college his primary concern is that of fulfilling the most basic need. The physiological need is fulfilled in many instances before graduation, when a student finds a job through the help of the Department of Career Development and Placement. The safety needs are affected by this department through:

Counseling with undergraduates as to the University offerings in the area of career development,

Maintaining a career development library,

And counseling with students who register for job placement.

The esteem needs may be met partially by the Department of Career Development and Placement In:

Maintaining, updating, and dissiminating alumni credentials,

Publishing and mailing the monthly Placement Bulletin, and

Maintaining contact with registered students about current status and future of the job market.

The esteem needs of the student may be somewhat filled by the Department of Career Development and Placement which assists the student in the proper procedures for interviewing techniques, writing resumes, and obtaining other placement credentials. Career Development and Placement may help fill the need of self actualization by coordinating interview schedules between employers and students, and by helping future graduates realize their potential in the job market.

The Department of Housing and Activities is capable of fulfilling partly all of the student's needs.

This Department is responsible for the vending machines which provide fresh fruit, snacks, sandwiches, soups, and sodas to help satisfy the most basic need.

The housing area hires, trains, and supervises personnel involved in the janitorial services in the Campus Union and residence halls and thereby helps satisfy the student's safety needs. Safety needs are also satisfied in several dimensions or areas when housing provides living conditions conducive for growth - for example dormitories (co-ed and non co-ed), graduate students apartments, and married student housing.

Love needs are partially fulfilled by the Department of Housing and Activities which:

serves as an advisor to the Student Government;

coordinates Parents Day, Homecoming, Open Houses, meetings, dances, banquets, and special events or functions;

sponsors intramural teams and helps promote camaraderie among the students who occupy resident halls i.e., the group that watches television nightly . . .

The esteem needs can to some degree be satisfied by the Board of Activities which sponsors intellectual and cultural activities for example; Black History Week, Spanish-American Fiestas, and American Indian Festivities. Success in intramural activities may also partially fulfill the esteem needs.

Head residents or resident assistants are available on a twenty-four hour basis for counseling with students about their social, personal, or academic problems. In time such counseling may help to satisfy the need for self-actualization.

The Department of Health Services is concerned mainly with trying to

fulfill the safety needs. It provides:

An out-patient parenthood clinic;

Orientation for students concerning V.D., abortion, pregnancy, and planned parenthood;

Counseling services;

Tuberculin skin testing and innoculations programs;

Varsity athletic physical examinations;

A comprehensive referral service which includes medical specialists;

A student insurance program; and

Notification to the faculty regarding unavoidable absences by students.

The Department of Health Services to some degree fulfills some of the love needs by maintaining personal contact with hospitalized students.

Students will always require that their non-academic needs are somewhat met. So this relationship of student affairs satisfying student requirements will be an ongoing process. The process needs to be evaluated periodically--whether it be at conferences, workshops, and/or staff meetings. With periodic evaluations we can prove that Student Affairs satisfies certain unique aspects of student's needs.

We must become pragmatic in assessing need fulfillments as they relate to student populations in our own institutions. William James, the late American pragmatist, always stressed the "cash value" of ideas. After assessing our own institutions it will be our responsibility to make these potentialities realities (or cash values) of the future.

For the next twenty minutes let's divide into working groups to look at the responsibilities of each of the remaining five departments not discussed previously:

1. Office of the Vice President of Student Affairs

2. Counseling and Testing which includes Ethnic Affairs
3. Food Services
4. Bookstore, and
5. Federal Programs--like Talent Search

Group one will examine a hypothetical Office of the Vice President of Student Affairs and the people in the group will list the needs which this area effects. Group two will consider the need satisfaction of counseling & testing (Ethnic Affairs). Group three will analyze Food Services etc. . .

It is hoped that each group member will have a chance to express themselves to their fellow group members in the twenty minute allotted time period.

Please appoint a spokesperson to inform us of your findings.

HANDOUT

"Student Affairs As Perceived Through
Abraham Maslow's Hierarchy of Needs"

by

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